

**AN ASSESSMENT OF THE ROLE OF WARD EDUCATION COORDINATORS
IN PROVIDING MANAGERIAL SUPPORT TO COMMUNITY SECONDARY
SCHOOLS IN KIBONDO DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
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CERTIFICATION

The undersigned certify that, he has read and hereby recommends a dissertation entitled
“An assessment of the role of Ward Education Coordinators in Providing Managerial Support to Community Secondary Schools in Kibondo District, Tanzania, submitted in
Partial fulfillment of the requirements for the degree of Master of Education in
Administration, Planning and Policy Studies of the Open University of Tanzania.

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DECLARATION

I, **Henry Mtondo**, do hereby declare that this work is mine and it is original, that it has not been submitted for any degree in any other University or academic institution or any other academic award.

.....

Henry Mtondo

.....

Date

DEDICATION

This work is dedicated to my mother Cotlida Ntibakazi and the late my father Mr. Saimoni Rwegasira, and my guardian parents Mr. Michael Ibrahim Lulikera and the late Mama Salome Ibrahim. Let me extend my dedication to my beloved wife Happiness Kato and my lovely son and daughter; Valentino and Cotlida. My dedications also reach to my young sisters and brothers namely Sr. Adrofina Erenest, Dickson Erenest, Renatha Shija (Nyau), Frola Abelly and the last born Kulwa Abelly for their support and encouragement during preparation of this literally work. May God bless you all.

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ABSTRACT

This study assessed the role of WECs in providing managerial support to CSSs in Kibondo district in Kigoma region. Three objectives were involved, to analyze the role of WECs in relation to CSSs, examine challenges of WECs in supporting CSSs and examine strategies employed by WECs in supervising the CSSs in Kibondo district. The study employed qualitative approach by using a case study design. Data were gathered by interviews, focus group discussions and documentary review, and were analyzed by content review. WECs were responsible in coordinating the implementation of education and training policy in CSSs in the ward. It was noted that, WECs were not prepared with new role to CSSs. The insufficient cooperation with HOSs and teachers, low incentives and meager salary, poor working environment and less of qualifications of WECs that affect managerial support to CSSs. Cross checking and inspecting teachers' attendance register, and class journals, were among of the strategies employed by WECs in supporting managerial to CSSs. Management of CSSs through WECs is debatable because, most of WEC's functions to secondary schools contradict with that of HOSs. Management of CSSs is complex and a situational process and WECs were not prepared to coordinate secondary schools. Strategies employed by WECs to CSSs were aimed at controlling teachers' and HOSs attendance instead of encouraging and raising their morale in attending, teaching and general management of the CSSs. Poor management in CSSs continued to exist due to insufficient supervision in schools. The study recommends that government should improve among others WECs' incentives, working environments and employ qualified WECs.

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LIST OF ACRONYMS AND ABBREVIATIONS

AIDS:	Acquired Immune-Deficiency Syndrome
CSS:	Community Secondary School
DED:	District Executive Director
DEO:	District Education Officer
DSEO:	District Secondary Education Officer
EFA:	Education for All
HIV:	Human Immune-Deficiency Virus
SEDP:	Secondary Education Development Program
TSD:	Teachers Service Department
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations Children's Fund
URT:	United Republic of Tanzania
USA:	United States of America
WECs:	Ward Education Coordinators

CHAPTER ONE

1.1 Introduction and Background to the Study

One of the major dilemmas facing Community Secondary Schools after decentralisation was the confusion of managerial responsibilities among stakeholders. The reason behind this confusion was lack of knowledge on changes of policies that govern the management of secondary schools in Tanzania (URT, 2014). Insufficiency managerial knowledge of educational managers in public secondary schools was a global phenomenon but it was serious and widespread in developing countries especially in Sub Sahara Africa (World Bank, 2010).

The demand for quality secondary education and better academic performance of public secondary schools create a land mark of this discussion regarding the role of Ward Education Coordinators in providing managerial supports to Community Secondary Schools, in which formally supported primary education.

The need for expansion of primary and secondary education systems in developing countries developed in the 1960s because of the highly need for qualified man power required by national economies. But the idea of decentralizing both primary and secondary education arose since early 1970s. The major aims of decentralisation policy were to increase educational access to Tanzanians and improving educational management systems (Galabawa, 2001).

For more than 20 years education system of Tanzania has been organised, coordinated and implemented under education and training policy of 1995, 1996, higher education

policy of 1999 and information and technology policy of 2007 with minimum efforts of removing challenges on shortage of teachers, shortage of teaching and learning materials, poor infrastructure, poor quality education and ineffective management (URT, 2014). The situation shows that presence of weak educational management affects quality of education provided in Community Secondary Schools hence platform for discussion on the new role of WECs in providing managerial supports to Community Secondary Schools.

The study by World Bank (2012) asserted that, most of education system and secondary schools in developing countries has poor quality education, that influenced by teacher absenteeism, student's truancy and drop out, poor teaching and learning environment and poor incentives for teachers. The provision of education in Tanzania is directly under the supervision and control of the government through the directives of the Ministry of Education and Vocational Training and the President Office-Regional Administration and Local Governments at national level with the aid of different appointed leaders at regional, district and ward levels, where various principles and responsibilities has been stipulated to simplify managerial activities in schools (URT, 2014). Therefore, management of secondary education after proliferation of secondary education through Secondary Education Development Program (SEDP) remain the foundation of discussion on the role of education coordinators in providing managerial supports to Community Secondary Schools.

Similarly, Galabawa (2001) noted that, quality education in both primary and secondary education can be controlled by improving management specifically at district, ward and

school level mainly in the aspects of supervision, coordination and inspection. This is justified by the information which alerts that reciprocally careful monitoring by head of schools and other educational leaders, high frequency of inspections and active parent-teacher association are positively correlated with responsible management towards quality education (Habyarimana, 2007).

Management of education in Tanzania directed by the Educational and Vocational Training Policy of 1995 which did not stipulate the functions and responsibilities of Ward Education Coordinators, practical methodologies and techniques on how to improve educational managements and quality education in secondary schools. While UNICEF (2000) recommended that country's education policies should involve programmes of quality improvement strategies such as how to improve teaching environment, conducting teacher's and supervising trainings, assistance for lower-achieving students and provision of new text books for students, teachers and supervisors. Therefore to address the role of WECs are inevitable because of the fact that WECs are managers who are responsible in facilitating education improvement in Community Secondary Schools.

Although there are several global and local studies that investigated on the role and responsibilities of educational managers in supporting, managing and coordinating secondary education and secondary schools on improving quality education such as World Bank (2010), World Bank (2012), UNESCO (2005), Chidiel (2010) and Galabawa (2001) still there is low quality of education, inefficiency and poor management to Community Secondary Schools. In connection to the above studies, it is

noted that, WECs were formally engaged in the management support to primary and adult education and were not prepared to the new role in providing managerial supports to Community Secondary Schools. This study therefore, attempts to fill this gap by assessing the role of Ward Education Coordinators in providing managerial supports to Community Secondary Schools in Kibondo district.

1.2 Statement of the Problem

The push to education for all (EFA) has greatly increased the need to access secondary education in Tanzania (Chidiel, 2010). In order to sustain the rapid expansion of secondary education, Tanzania established Community Secondary Schools to meet the accessibility of secondary education. For effective management and leadership, secondary education has been decentralized to local government authorities.

At ward level, secondary education is coordinated by Ward Education Coordinators who are responsible in coordinating the implementation of education and training policy of the country, inspecting schools and advising heads of school, teachers and other educational stakeholders on how to improve and assure quality education of secondary schools at the ward (URT, 2014). Despite of presence of WECs with new role in secondary schools still Community Secondary Schools remain at low quality, thus frustrating students, parents and trigger complaints among stakeholders on the functions, responsibilities and position of WECs in providing managerial support to Community Secondary Schools (HakiElimu, 2009). The role and factors affecting WECs in providing managerial support and supervision to secondary schools are to some extent not clear and specific.

It is not clear if the appointed WECs were taken into consideration of new responsibility to secondary education and it is also not clear and specific if WECs were prepared before the new role to secondary education was bestowed to them.

As such, this study intends to assess the role and factors affecting WECs on efficient and effective in provision of managerial support to Community Secondary Schools in Kibondo district.

1.3 General Objectives of the Study

The aim of this study was to investigate the role and factors affecting Ward Education Coordinators in supporting the management of Community Secondary Schools to make them more effective in the provision of quality secondary education in Kibondo district.

1.4 Specific Objectives of the Study

1. To analyse the responsibilities of WECs in relation to the management of Community Secondary Schools in Kibondo district.
2. To examine factors affecting WECs in the provision of managerial support services to Community Secondary Schools in Kibondo district.
3. To examine strategies employed by WECs in supervising the management of Community Secondary Schools in Kibondo district.

1.5 Research Sub-Questions

1. What are the responsibilities of Ward Education Coordinators in relation to the management of Community Secondary Schools?

2. What are the factors affecting Ward Education Coordinators in the provision of managerial support services to Community Secondary Schools?
3. Which strategies employed by Ward Education Coordinator in supervising the management of Community Secondary Schools?

1.6 Significances of the Study

The findings of this study may be important to the Government, Ministry responsible for Local government and Regional Administration, Ministry of Educational and Vocational Training, and the Ward Educational Coordinators as follows:-

- i. The findings of this study may be the eye opener to the government authority in screening, selecting and appointing the professional Ward Education Coordinators. The responsible ministries and appointment authorities may benefit from the findings of this study and thus, put in place the effective way of appointing and training WECs so that they can render the required support in the management and supervision of secondary schools in their localities.
- ii. The findings of the study may help WECs to understand the major challenges on managerial aspects in Community Secondary Schools and generate appropriate measures to solve such challenges. In addition the study findings may induce awareness to other upper educational authority on the nature and types of challenges facing established Community Secondary Schools and its implication on teaching and learning coordination, hence awakens sense of responsibility and commitment.

- iii. Finally, the findings of the study may attract and stimulate other researchers to dwell on this topic and conduct related study on other areas.

1.7 Limitation of the Study

During conducting this study, some setbacks were encountered. This included problem of English language skills to some WECs regarding to interview guides questions. This require asking of some questions more than once in different ways and more clarification in order to get the information and provide answers precisely.

Time factor, I did not succeed to interview all sampled respondents especially teachers as they were leaving the school early when data was being collected before the end of working time. Another limitation was the difficult communication to the selected Community Secondary Schools which were allocated in remote areas with poor infrastructural system like roads, telecommunications and other electronic communications. This presented a handicap to facilitate many respondents.

Some respondents were reluctant to cooperate during data collection and were not willing to give answers to some questions especially WECs and teachers. The research data collection period collided with other school activities sometimes it was difficult to get the respondents. Therefore, the researcher spent more time and money than anticipated before.

1.8 Conceptual Framework of the Study

Successful educational management in secondary education system needs committed leaders with appropriate skills, knowledge and experience that cemented with good and strong policy and principles. In connection to this study, the conceptual frame work was regarded as a mental structure that guided a researcher on assessing the challenges facing ward education coordinators in providing managerial support and supervision to community secondary schools. Miles and Huberman (1994) asserted that, conceptual framework is a visual or written product on different valuables which helps to presume the relationship of various concepts used in the study. The study was guided by multi-variable model as adapted from Rosenbatt and Shirom (2005). The rationale of choosing this conceptual framework was because it shows that, management is a process which was realised by a combination of different managerial functions and challenges in managing Community Secondary Schools. Also the model provides in-depth understanding the challenges facing WECs and strategies used in supervising Community Secondary Schools. The model was illustrated in figure 1.1.

The component of managerial functions of Ward Education Coordinators creates a foundation for the implementation of education policies with the aim of improving secondary education of the country. The success of WECs in coordinating and supervising Community Secondary Schools is direct determined by the nature and types of strategies which has been used or applied when addressing the problems and challenges facing the existing established Community Secondary Schools. Hence this study was inevitable so as to investigate the role, factors that affect WECs and the

strategies employed in providing managerial supports to Community Secondary Schools.

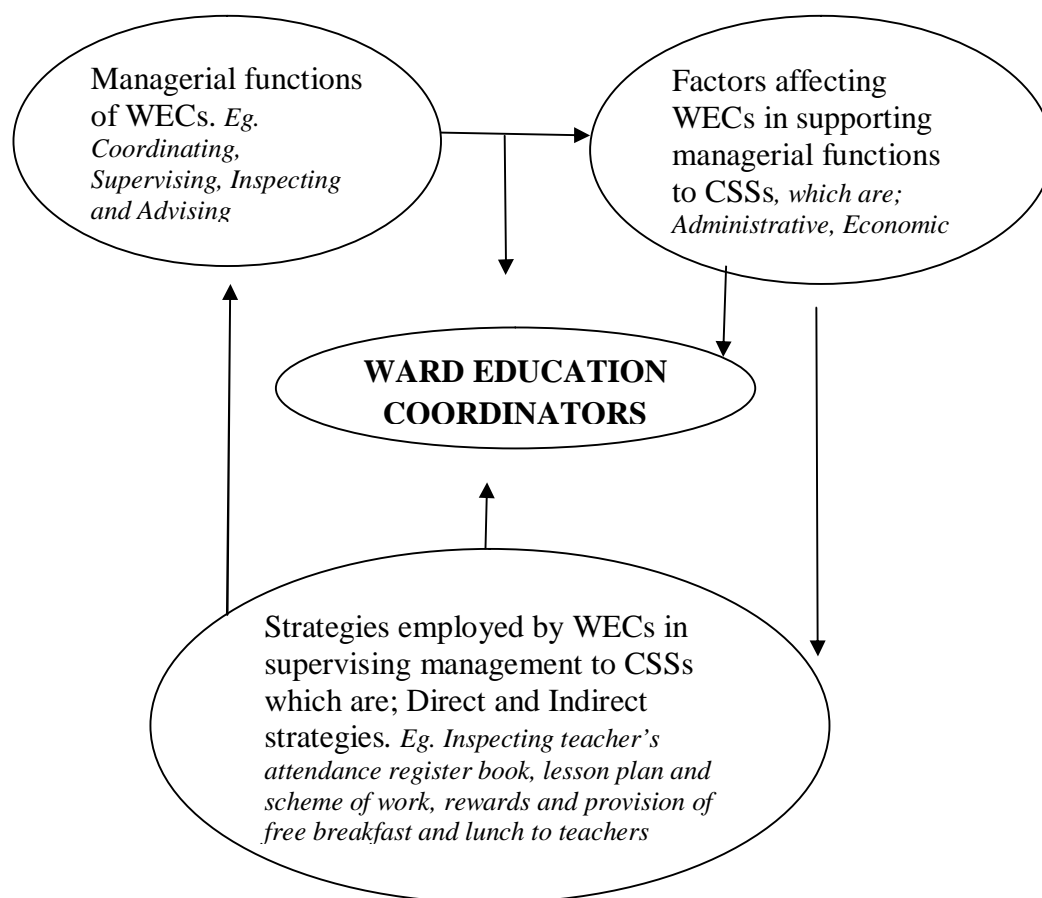


Figure 1.1 : Conceptual Framework for Studying the Role of Ward Education Coordinators in Providing Managerial Supports to Community Secondary Schools

Source: Adapted with modification from Rosenblat and Shirom (2005).

1.9 Definition of Key Terms

In the context of this study the following terms had the following meaning;

1.9.A Community Secondary Schools

Community secondary school was used to refer those secondary schools that were constructed and established by the community with the help of government within localities. The government of Tanzania has deliberately introduced community

secondary schools in order to meet the demand of the increased number of the pupils into secondary schools.

1.9.B Learning Environment

The learning environment included all facilities and infrastructure available at the place where the school was located such as buildings.

1.9.C Teaching Materials

Teaching materials were the instructional materials used to support the students and teachers in the whole process of teaching and learning.

1.9.D School Performance

School performance refers to the act of academic in which students dealt with studies and how well they meet the standards set out by the responsible authorities. Performance of secondary schools means the rate of schools' students passing grades in national examinations.

1.9.E Education Coordinators

These were professionals who are responsible for developing, evaluating, and coordinating education programs. This may include designing the courses for the program. Depending on his or her role in an organization, an educational coordinator may serve as a liaison or “point person” between teachers, parents and administrators.

1.9.F Ward Education Coordinator

Ward Education Coordinator refers to an appointed education officer at the ward level, who is responsible to coordinate the implementation of education and Training policy of the country. WECs perform his or her functions as stipulated and directed by the education policy with the aid of Ward Education Committee which is responsible in supervising educational related issues programmed conducted within the ward (URT, 2014)

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

The previous chapter justified the rationale for the study. This chapter reviewed related literature on the challenges facing Ward Education Coordinators in provision of managerial supports to community secondary schools drawn from different studies. The reviewed literature for the study consists of the concept of Ward Education Coordinators, theoretical conception of the study, responsibilities of WECs, Challenges facing WECs and strategies used by WECs in provision of managerial supports to Community Secondary Schools, the empirical studies on challenges, responsibilities and strategies used by Ward Education Coordinators in managing Community Secondary Schools, synthesis of reviewed literature and knowledge gap.

2.2 Supportive Theory of Study

Management of public educational institutions is a very complex phenomenon, because its nature in forms of types, procedures and other operations varied with time, environment and demographic variables of members. Its popularity stems from its important to students, for the organization (school) and the national economy. Theorists such as Vroom (1964), Porter and Steers (1973) explained educational management in reflecting on the role and responsibilities of a leader or institution managers which include leadership and humanity, leadership and maturity, leadership tolerance, leadership and people and leadership and ability. This implies that Supportive theory of study may best be used to describe issues concern with the role of Ward Education

Coordinators in providing managerial supports to Community Secondary Schools as addressed by this study.

2.3 Shared decision-Making Theory

The theory was developed by Lontos (1994) which has been allocated as one of the major educational management reforms in recent years by noted that, as the process of making educational decisions in collaborative manner, shared decision-making involves fundamental changes in the way schools are managed as well as alterations that could be made in the role and relationship of everyone in the school community.

The theory has basic beliefs and values underpinning management in educational institution as following:

- Those closest to the children should be the ones making decision regarding the children's education.
- Teachers, parents and school staff should have more say in the policies and programmes affecting their schools and children.
- Those responsible for carrying out decisions should have a voice in determining those decisions and;
- Change is more likely to be effective and lasting when those who implement it feel a sense of ownership and responsibility for the process.

In the context of this study all four basic principles are important to Ward Education Coordinators in satisfied management of Community Secondary Schools they act as the guidelines of management.

The theory is valuable to organizational management and employers because it has the potential to improve the quality of decision and increase decision's acceptance, implementation and strengthen staff morale, commitment and teamwork, build trust, help staff and administrators to acquire new skills and increase effectiveness.

The theory is said to be efficient and effective once applied as supported by Alphonse (2011) by pointed out that, when more people are involved in the decision making process more alternatives are likely to be generated and this can result in more innovative approaches to problem solving and improve productivity.

2.4 Responsibilities of Ward Education Coordinators on Managing Community

Secondary Schools

Management is a process that appears in different forms in regarding demographic characteristics of members such as age, sex, level of education and experiences, organizational culture and position in the organization (Steers & Rhodes, 1978). All of these variables have an implication on managing secondary education and secondary schools.

The recommendations and guidelines provided by URT (2014) asserted that, WECs are education officers who are responsible in coordinating the implementation of education and training policy in secondary schools, inspecting schools found in the ward, advising heads of school, teachers and other stakeholders on how to maintaining and assuring quality education and to ensure schools are organized in regarding policies and principles of the countries. In addition, Ward Educational Coordinators are considered as

administrators and leaders of education system within their jurisdictions, UNESCO (2001) explains that the WEC is the supervisor of the daily school activities that should be done effectively and efficiently. This implies that out of other functions WECs strongly are responsible in providing managerial supports to community secondary schools.

Similarly, the study by Aphonice (2011) on the changing of context for the educational administration in Tanzania pointed out that, the most visible role that an educational administrator is likely to play include personnel administration, instructional programme administration and support functions administration. Thus in the context of education system of Tanzania WECs are education officers who need to be more knowledgeable and experiences on management and administration that enabled them to have adequate administrative time and efforts to ensure everything runs smoothly and efficiently.

2.4 Factors affect WECS in Provision of Managerial Supports to Community

Secondary Schools

Challenges which facing educational administrators is a topic of controversy in many organizations and countries due to fact that, high rate of challenges may unveil because of weak management and weak labor management while reducing the rate of these challenges may be an effective way to improve administrative responsibilities of managers (Miller, Murnane & Willet, 2007). But the challenges of WECs differ from one area to another and time in connection with the nature of organizational culture and the education system of the country.

2.4.1 Administrative Challenges

The study by Alphonse (2011) pointed out that one of the major challenges facing educational managers is insufficient cooperation with subordinates specifically teachers and heads of school. In addition the study noted that less cooperation between teachers and upper educational administrators appeared once administrator's calls teachers and heads of schools to do what they have traditionally not been required to do. Similarly, HakiElimu (2009) noted that most of challenges facing education system in Tanzania were lack of proper coordination links among educational stakeholders which has been accelerated by the delay of policy review and changes to switch with current community needs and demands.

2.4.2 Economic Challenges

Economic challenges is one of the major constraints facing Ward Education Coordinators in providing managerial supports to secondary schools because they discourage both WECs and teachers to work with committed spirit once are unsatisfactory. The economic challenges that affect WECs in supervising community secondary schools include low incentives and meager salary payment.

In the context of Education system of many developing countries, the study by Chapman (1994) asserted that, in many countries economic incentives for teachers and educational administrators are weak or nonexistent where teachers' wages are low that compels teachers and some educational administrators to have additional job in order to live comfortably however, this jeopardized school responsibilities leading. In reviewing the challenges of education managers in developing countries World Bank (2010)

supported that meager salary and job allowances obscured them to coordinate and implement their responsibilities as stipulated in the policy which includes frequent inspecting of secondary schools.

However, Carnoy (2006) to some extent does not support it by commended that, high incentives is not necessarily a factor to improve teacher's and educational administrators work ability once has been proved failure when incentives programs implemented in South Africa and Honduras. But the general fact address that, reasonable incentives motivates employees and employers to improve productivity.

2.4.3 Technical Challenges

Through surveyed made on education and training policy URT (1995) it is noted that the policy has been applied in managing and controlling education system of the country, however the policy clearly did not indicate and stipulate the qualification and responsibilities of Ward Education Coordinators in supervising and coordinating secondary education and secondary schools which in turn obscured to implement their role in secondary schools. Moreover, HakiElimu (2009) asserted that, it is difficult to assess and evaluate the key role and responsibilities of WECs in coordinating secondary schools because of the fact that their responsibilities are not well elaborated in the official education policies. Generally speaking WECs practically fails to coordinate and supervise secondary schools found in their ward simply because their functions did not stipulated in the policy officially.

2.5 Strategies Employed by Ward Education Coordinators in Supervising

Community Secondary Schools

Several important guidelines have been put forward to facilitate the successful implementation of WECs in supervising community secondary schools, which we may have to adopt depending on our respective schools' situation and priorities. To ensure smoothly implementation of educational managers responsibilities Alphonse (2011) affirm that, WECs should minimize managerial distraction and obstacles by promoting a non competitive, trusting climate, creating opportunities for staff to express their ideas and views and putting priority on professional development and improvement of productivity of the organization (schools). While Galabawa (2001) asserted that educational leaders specifically at district, ward and school levels needs to be empowered so as to improve and strengthen supervision on the implementation of school (education) curriculum towards enhancement and attainment of quality education. Therefore through these literatures the best ways in providing managerial supports to community secondary schools are by facilitating and creating environment in-cooperating all stakeholders in implementing secondary education.

2.6.1 Administrative Challenges of Secondary Schools in Developed Countries

The study by Tingle, Schoenebergers, Wang, Algozzine and Kerry (2012) on analysis of how to manage secondary schools in New York revealed that, teacher absenteeism is one of the major challenges facing educational administrators and largely affected student's academic performance. In addition, the study described strategies that may use to reduce teacher absences including informing the school board on absentees, and

requiring administrative approval for day off close to weekends and cash bonuses for good attendance and quality improvement.

The study by Mahmood, Anwar and Khan (2012) in Punjab on controlling and coordinating secondary schools indicated that, ineffective supervision among of educational managers at school, ward and district level triggers student truancy and cause students' lose the spirit to learn. Teachers and educational administrators in many countries become completely absent or late arrival and early departure in their work station and fail to implement their responsibilities properly as stipulated in the policy. The study suggested that, the challenge can be eliminated using proper monitoring system to educational managers.

Similarly, Mary (2009) conducted a study on secondary schools management in Cobb county school District (large urban school district with total number of 114 schools) in USA and the findings revealed that, student learning is disrupted because of low morale to both curriculum implementers (teachers) and programmed supervisors (administrators). Weak morale of teachers and educational managers according to the study is caused by low incentives provided by the government. The better way of addressing the issue of low morale of teacher and educational administrators is by improving incentives and work allowances that may motivate them to implement their responsibilities diligently.

2.6.2 Challenges of Secondary Schools on Developing Countries

A study by Bennel, Hyde and Swainson (2002) on the impact of HIV/AIDS on managing education sector in Sub Saharan Africa noted that, majority teachers, head of

schools and other educational managers lose work time because they are sick from AIDS related illnesses or attending funerals or taking care of sick people in their families. The study explains that, estimates show a typical teacher loses six months of work due to illnesses before developing full-blown AIDS. Therefore, absenteeism of teachers and educational managers at different levels caused by HIV/AIDS to the large extent lowers down productivity and insufficient coordinating and supervising teaching and learning processes in schools and this is a setback regarding students learning and schools development.

Also the study by UNESCO (2007) in six Anglophone Sub Saharan African countries namely: Gambia, Kenya, Lesotho, Tanzania, Uganda and Zambia revealed that, it is difficult to manage and control schools with teacher absenteeism where the main reasons for teacher absenteeism was irregularities in payment days and illnesses of teachers. In response to the challenge the study suggested that, teacher absenteeism may be addressed by regulating payment days and reviewing scheme of services of teachers.

Mulkeen, (2010) conducted another study on teacher managing secondary schools which shows that, many countries of Sub Saharan Africa teacher facing managerial challenges after proliferation of secondary education programs in 1990's and 2000's. Most of established community schools faced with shortage of professional teachers, poor infrastructures and shortage of teaching and learning materials. Generally these affects time and modality of coordinating teaching and learning instructions as well as quality of education provided under such context.

In realizing the importance of managing educational institutions for excellence and perfection in Tanzania, Mosha (2011) advocates that, there is a need for managers and stakeholders to re-examine the vision, mission and goals of secondary education so that can discern what initiatives need to be institutionalized in order to attain high quality education, excellence and perfection, thereafter to critically review the curriculum package to uncover the needs and expectations, build into the system the requisite capacity to ensure it is effectively implemented in schools.

2.7 Synthesis of Literature Review

Many studies associate management challenges with job dissatisfaction, inadequate incentives, and weaknesses of government policies. The study by Aphonice (2011) on the changing of context for the educational administration in Tanzania pointed out that, the most visible role that an educational administrator is likely to play include personnel administration, instructional programme administration and support functions administration.

Thus in the context of education system of Tanzania WECs are education officers who need to be more knowledgeable and experiences on management and administration that enabled them to have adequate administrative time and efforts to ensure everything runs smoothly and efficiently.

In the context of Community Secondary Schools, Ward Education Coordinators are responsible in coordinating the implementation of education and training policy of the country, inspecting schools found in the ward, advising head of schools and teachers on

how to maintain and improve quality education, to assure quality education and to assure schools are organized in regarding the policy of the country (URT, 2014). In addition literatures such as HakiElimu (2009), Chapman (1994) and URT (1995) noted that most Ward Education Coordinators faced administrative, economic and technical challenges in managing secondary schools respectively. Considering teaching and learning as a main managerial activity in schools many studies indicated that, modification of government policies, implementation of incentive programs, involvement of parents and community with regard to supervision are among best techniques of addressing the challenges facing Ward Education Coordinators in providing managerial supports to Community Secondary Schools.

2.8 Knowledge Gap

Although there were several global and local studies that investigated on the role of educational managers in supporting, managing and coordinating secondary education and secondary schools on improving quality education such as World Bank (2010), World Bank (2012), UNESCO (2005), Chidiel (2010), Mahmood, Anwar and Khan (2012) and in developing countries like Mosha (2011) and Galabawa (2001) discussed and documented the essential managerial responsibilities of educational managers, general challenges facing educational administrators and strategies employed to solve the challenges with less attention to Ward Education Coordinators while none of the study investigated in Kibondo district.

In connection to the above studies, the study by Sumra and Rajan (2009), HakiElimu (2009) and Uwezo (2012) conducted in Tanzania focused mainly on primary schools'

WECs challenges as were formally engaged in the management support to primary and adult education, thus there is low quality of education, inefficiency and poor management to Community Secondary Schools.

Therefore, this study attempts to fill this gap by assessing the role of Ward Education Coordinators in providing managerial supports to Community Secondary Schools in Kibondo district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter one and two addressed the study problem and knowledge gap in the related literature respectively. This chapter discusses the research approach, research design, area of study, targeted population, sample and sampling procedures, research methods, trustworthiness of the data, data analysis procedures, researcher's ethical consideration and generalization of the findings.

3.2 Research Approach

The study predominantly employed qualitative approach to assess the role and challenges of ward education coordinators in providing managerial supports to community secondary schools, because of the following reasons; Firstly, qualitative approach allowed the researcher to share an understanding and perceptions of others (respondents) and describe in-depth the views and opinions on the challenges facing Ward Education Coordinators on managing secondary schools (Berg, 2007). Secondly, qualitative approach enabled respondents to provide additional information about the responsibilities, challenges and strategies for managing secondary schools in a relaxed way on the specific setting or natural setting, because qualitative approach highly considers individuals' own perceptions and subjective apprehensions (Creswell, 2009; Leedy, 2001). Thus qualitative approach enabled the researcher to interpret the data and present in descriptive form according the participants' views and study objectives.

3.3 Research Design

Basically the study used a case study research design (Yin, 2003). A researcher preferred case study design because it enabled the researcher to examine in-depth the role of Ward Education Coordinators in providing managerial supports to Community Secondary Schools and also enabled the researcher to interact with respondents by using how and why questions, which helped a researcher intensively to investigate, understand and describe the problems facing Ward Education Coordinators in secondary schools (Walton, 1992; Regin, 1994). Therefore through a case study design five secondary schools in Kibondo district were involved to enable the researcher to cross check consistency of the information that describe the role of WECs in managing Community Secondary Schools.

3.4 Area of the Study

For better understanding of phenomenon for investigation a researcher needed to select a specific area of the study that is suitable for gathering information. The study was conducted in Kibondo district in Kigoma region, Western Tanzania. The selection of the area was based on the following reasons. Firstly, the area has community secondary schools with less documented problem of challenges facing Ward Education Coordination in managing secondary education (HakiElimu, 2009). Secondly, the researcher is familiar with organizational culture of the area, thus it was convenient and conducive for data collection, hence became strategic source of reliable information needed for the study.

3.5 The Target Population

The targeted population for this study involved district secondary education officer, Ward Education Coordinators, heads of school, community secondary schools' teachers, and students. District secondary education officer and ward education coordinators involved in this study because of their position and role in secondary schools especially on coordinating and supervising teachers as well as teaching and learning. Heads of school were involved in the study because they are in charge of all matters pertaining to their schools including monitoring school programmes. While secondary school teachers were involved in the study because they are main characters in teaching and learning and were the good informant in providing details and data related to challenges facing WECs. Finally students were involved deliberately because they are main customers of teachers' and educational managers' products and vulnerable group when it comes to challenges in management.

3.6 Sample size and Sampling Procedures

3.6.1 Sample Size

The sample size of this study was included five public secondary schools and 46 respondents that included one district secondary education officer, five ward education coordinators, and five heads of school, 15 teachers and 20 students. The schools were selected depending on richness of information that commensurate with purposes of the study which focused on the challenges facing WECs on managing community secondary schools. According to Cohen, Manion and Morrison (2008) the selection of sample size was determined by the nature of the study, area of the study and time availability. The table 3.1 indicates the respondents involved in the study.

Table 3.1 : Summary of the Respondents Involved in the Study

SN	Category	Projected Respondents			Actual Respondents			Total Actual Respondents
	Schools	Head Masters	Teachers	Students	Head Masters	Teachers	Students	
1	A	1	3	04	1	3	4	8
2	B	1	3	04	1	3	4	8
3	C	1	3	04	1	3	4	8
4	D	1	3	04	1	3	4	8
5	E	1	3	04	1	3	4	8
	DEO							01
	WECs							05
		5	15	20	5	15	20	46

3.6.2 Sampling Procedures

The researcher used purposive and stratified random sampling to obtain samples of schools, district secondary education officer, heads of school, teachers and students.

Purposive sampling. Purposive sampling was used to obtain schools, district secondary education officer and heads of school. The researcher selected district secondary education officer, WECs and heads of school purposively due to their role and positions in order to get detailed information based on role of Ward Education Coordinators which was intended to be addressed by this study. Five public secondary schools were purposely selected on the recommendation of the district secondary education officer in response to objectives of the study. From each school selected heads of school was automatically involved in the study. In addition, purposive sampling enabled a researcher to select proper respondents who have knowledge, experience and deep understanding on the issue of challenges facing Ward Education Coordinators. Purposive sampling also empowered the researcher to select respondents depending on

the data he or she intend to collect from them (Cohen et al., 2008). Through purposive sampling, the researcher was able to get reliable and richest information on the study problem.

Stratified random sampling. The technique was used in five selected schools to select four students and three teachers from each school in order to get the information on the role of WECs in providing managerial supports to community secondary schools. Teachers were selected and involved in the study because they possess adequate experience and they are main actors in this study. While students were expected to provide reliable information of the study due to fact that challenges in school managements affects students' teaching and learning. A great advantage of stratified sampling is that, it allowed and enabled a researcher to get different rates of respondents to be used for sample obtained from different population strata (Lee, 2008).

In obtaining participants using stratified random sampling a researcher first divided the population into sub population or strata. The stratification in this study based on level of classes for students and gender for teachers. After dividing the population into strata the researcher used simple random sampling processes to obtain sample from each sub population. Three teachers from each school were selected according to their gender and availability. In order to get four participants from the side of students of each school a researcher was stratified students of form one, two, three and four, where pieces of paper was prepared according to their number. One piece of paper for each form in form I, II, III and IV was written YES and the rest NO and folded, then were mixed randomly and students one by one were allowed to pick up one paper. Those who picked paper with YES were integrated in the sample. Simple random processes allowed equal chance of

participants to participate in the study as selected from large group of population (Kothari, 2010). But stratified random sampling is credited to this study because produced samples that are more reasonable to the study with reliable information from good method obtained participants (Neuman, 1997).

3.7 Data Collection Methods

The qualitative data collection method was used to obtain primary and secondary data. Qualitative primary data was collected by individual semi-structured interview and focus group discussions while secondary data was collected by documentary review to get views, opinion and information about the role of Ward Education Coordinators in providing managerial supports to Community Secondary Schools. It was expected that these methods would complement one another.

The use of different methods helped the researcher to cross check the consistency accuracy of the information provided by different respondents (Kothari, 2010).

3.7.1 Interview

The study employed semi-structured interview to obtain primary information on the role of Ward Education Coordinators in providing managerial supports to Community Secondary Schools where, District secondary education officer, WECs, head master/mistress and teachers were interviewed by using both closed and open-ended semi-structured interview guides. The interviews were used to assess the responsibilities of WECs, challenges facing WECs and strategies used by WECs on managing Community Secondary Schools. The researcher preferred semi-structured interview

because of its flexibility that allows some changes and more clarification in case of misunderstanding or misinterpretation to both a researcher and respondents. Each category had a specific semi-structured interview instrument. Therefore, the interview is credited in this study for its ability to obtain more in-depth information, flexible and provision of supplementary information about the respondents (Kombo & Tromp, 2006).

3.7.2 Focus group Discussions

In this study the researcher involved face-to-face group discussion with students selected, from five Community Secondary Schools. During primary data collection, a researcher worked as a team with respondents with the aim of making sure that, there were proper primary data collection procedures and to solve any administrative problems. The focus groups were consisted of participants that discussed together with a researcher and provided reliable information about the responsibilities of WECs, challenges facing WECs and strategies used on managing Community Secondary Schools. In this study 20 students for focus group discussions were selected from five Community Secondary Schools with four students from each school. A researcher put students in one group in each school that composed of four participants from different classes. The choice of this method lies on the fact that, it was allowed the researcher to get accurate and reliable data in social context whereby participants considered their own experiences in relation to others' experiences. Focus group discussions promoted mutuality among participants and the researcher, that enabled a researcher to have deep understanding of the phenomenon investigated (Hancok, 2002).

3.7.3 Documentary Review

The documents reviewed in this study used to collect secondary data from official documents containing information on the issues related to WECs, head of schools and teacher's profile, teachers, Head of schools and WECs' positional responsibilities and attendance records. The information obtained was used to supplement the primary data gathered by using semi-structured interviews and focus group discussions. Also documentary review enabled the researcher to access the available preserved permanent information to compliment primary data obtained in the study (Denscombe, 1998). Therefore, through documentary review a researcher was able to cross check the consistency and reliability of the data obtained through interviews and focus group discussions.

3.8 Validity and Reliability of the Data

Validity is the degree to which instruments measures what is supposed to measure (Kothari, 2004). Content validity which implies the extent to which measuring instruments provide adequate coverage of the topic under the study was applied. In this study, all three objectives well were answered by interview guide, question for Focused Group Discussion (FGD) and reviewed documents. However, the aspects of interview guide, focused group discussion questions were well designed so as provided the truth results. Analysis procedures were based on inter-subjectivity with respect to theoretical perspectives and conceptual framework.

The facts show that, measuring instrument is reliable if it provides consistent results while, reliable measuring instrument does not contribute to validity but valid instrument

is always reliable (Kothari, 2004). Therefore qualitative data subsequent transcription of themes, content analysis, coding and other procedures were reflected the reliability of the data.

3.9 Data Analysis Procedures

In this study data analysis was done by considering the methods used to collect data. The qualitative information obtained from district secondary education officer, Ward Education Coordinators, heads of school, teachers and students by interview and focus group discussion and those obtained from documentary review were analyzed by content review. This allowed objective data reduction and compressing them without losing their key meaning (Miles & Hurberman, 1994). From all data obtained, the researcher picked out what was relevant for analysis in relation to research variables and bind them together. In addition content analysis enabled a researcher to organize, summarize and present the information into descriptive analysis by categorizing major concepts or themes and direct quotations expressed by the respondents according to the research questions and objectives.

3.10 Ethical Consideration

The researcher observed all rules, policies and procedures to ensure the rights of all participants are safeguarded (Leedy, 2001). This was done in order to avoid misunderstanding and quarrels with the respondents. Ethical issues were included the following.

3.11 Research Clearance Letters

The researcher requested research permit from office of the Vice Chancellor of the Open University of Tanzania. The research clearance letter introduced the researcher to the Regional Administrative Secretary of Kigoma region and to the District Executive Director of Kibondo. Furthermore, the researcher was obtained research permit from the District Executive Director of Kibondo that introduced a researcher to the WECs and heads of school where the study conducted.

3.12 Informed Consent

After received research permit from the Executive Director of Kibondo district, the researcher met with respondents to inform about the purpose of the study. Informed consent enabled respondents to be aware with the purpose of the study and to understand the importance of participating in the study (Leedy, 2001). The researcher also explained how the study was conducted and the uses of information obtained from the respondents. No one was forced to participate in the study and participants were informed that they are free to decide whether to participate or to withdraw in the study.

3.13 Confidentiality

The researcher ensured confidentiality of the information from the respondents by excluding their real identity (Cohen et al., 2008). Also the researcher ensured highly privacy during the data collection processes. Furthermore, the researcher informed the respondents that the information obtained will be treated confidentially and for the general research purpose of the study, which intended for improvement of education and are free to express their views.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter contains presentation, analysis and discussion of the findings of the study on an assessment of the role of Ward Education Coordinators in providing managerial supports to Community Secondary Schools in Kibondo district, Tanzania. The data presentation, analysis and discussion based on research objectives which aimed at: (1) analyzing the responsibilities of WECs in relation to the management of Community Secondary Schools in Kibondo district; (2) examining the factors affecting WECs in the provision of managerial support services to Community Secondary Schools in Kibondo district; (3) examining the strategies employed by WECs in supervising the management of Community Secondary Schools in Kibondo district.

The research findings were collected from five Community Secondary Schools, using semi-structured interviews with one District Secondary Education Officer, five WECs, five head of schools, and 15 teachers. Other data were collected using focus groups discussion with 20 students from selected Community Secondary Schools. These findings were supported by documentary review. Five schools involved in the study were identified as school A, B, C, D and E. This was done for the sake of confidentiality. Heads of school, teachers, and students from each school were also identified according to letters attached to their schools in this study. Then District Secondary Education Officer, and WECs involved in this study was recognized by their position.

4.2 Managerial Responsibilities of WECS

This section presents analyses and discusses the first research objective aimed to analyze the responsibilities of WECs in relation to the management of Community Secondary Schools in Kibondo district. More specifically, the section provides answers to the first research question respectively. “What are the responsibilities of WECs in relation to management of Community Secondary Schools?” The question was constructed to explore data needed by first objective which addresses the managerial responsibilities of WECs in Community Secondary Schools. The data regarding the nature of the responsibilities of WECs were collected by using interviews and focus group discussions.

Underlying this question, the researcher’s assumption was that, WECs are responsible in supervising the implementation of education policy in secondary schools found in their wards. The assumption was in line with Omebe (2014) and Mostafa (2006) as pointed out that, human resources officers for education are dealing on management of working condition, working environment and work place relation. In this objectives however, the researchers wanted to understand ability of WECs in describing their responsibilities in general, specific responsibilities in managing and support services to Community Secondary Schools.

The responses from 3 out of 5 sampled WECs indicated that, WECs are responsible in coordinating the implementation of education policy, inspecting schools in the ward, advising head of schools teachers and other stake holders on how to maintain quality education, and to ensure schools are organized in regarding with policies and principles

of the country. While 2 remained WECs were not aware with responsibilities of WECs to CSSs. To clarify this one WEC reported that:

I have been a WEC of different wards for more than 15 years. Indeed I know my responsibility. To mention some are ; managing and coordinating all financial and human resource of the school, ensure all staff are performing their core responsibility, ensure attendance of teachers and students and ensure the progress of school academically are maintained (Interview, WEC B: 10/3/2016).

The statement confirms that, some WECs understand their responsibilities specifically in providing support services in the established Community Secondary Schools in their wards. These findings are in line with URT (2014) pointed that, secondary education is a basic education and WECs are responsible in coordinating the implementation of education and training policy in their respective wards.

Furthermore, the findings from the 4 out of 5 sampled head of schools supported the ideas of WECs by clarify that the major function of the appointed WECs is to ensure that all secondary schools established in their respective wards are organized in regarding policies and principles of the country. In this context the researcher was curious to understand to what extend WECs are effectively on implementing managerial supports to Community Secondary Schools as a new area of coordinating function. The responses from all 5 sampled head of schools revealed that, most of WECs were not prepared to perform their responsibilities in secondary schools, and are inferior to teachers and head of schools either due to less level of education or lack of personal

confident in management aspects. This was identified by some experienced head of school who argued that.

WECs must be wise enough to understand the component of human resources, in relation to their managerial functions in secondary school, behaviors and capabilities. Instead of ensure ring teachers rights are met according to the civil servant regulation, such as leave, maternity leave, benefits, allowance, working condition; the one (WEC) forced to perform the head of the school's responsibilities, as ensure that teachers teach effectively, reporting on time and maintaining discipline. Such tendency creates conflict between heads of schools and teachers. Also sometime I must ensure the provision of incentives and motivation like remedial allowance (Interview, head of school B: 11/3/2016).

The statement confirms main challenges in this aspect which was on identifying specific what needs to be done by head of schools and that of WECs. All the 5 sampled head of schools were identifying their general daily role in their experiences. For example from the quotation above leave for staff, maternity leave, etc are simply workers rights. According to Omebe (2014), school management in education is always concerned with three major issues namely assessing the need of the school, satisfying the needs for school, and maintaining and improving the staff services. Approval of leave and ensure welfare of staff is fundamental needs of staffs which are actual done by the employer.

However, many other role which were also identified by District Secondary Education Officer, She considered the responsibility of WECs as being supporting recruitment by reporting to the DEO on human resource needs or shortage, reporting on the performance of teachers in case of promotion, demotion or punishment, rewards when the need arise. Such kind of responsibility as recommended by DEO was termed as Human resource planning, performance appraisal, and recruitment as well as rotation.

Moreover, the responses from 12 out of 15 sampled teachers and all 20 sampled students indicated that they were not aware with the managerial responsibilities of WECs to Community Secondary Schools. Following such responses the researcher was interested to know why teachers and most students failed to recognise the responsibilities of WECs to secondary schools. The responses revealed that, majority of them they not even found the name of their WEC, while others stated that WECs are responsible in managing and coordinating primary schools. To clarify this one teacher reported that:

The managerial responsibilities of WECs to community secondary schools are not well known to most of teachers and students including myself since WECs are actually isolated from the secondary school teachers and students. What I can only say is that the WECs are a link between the primary schools and the District Education Office. (Interview, teacher school A: 4/3/2016).

The statement indicates that, most of teachers and students do not understand the managerial activities of the WECs in supporting Community Secondary Schools, as they think WECs are responsible in managing and coordinating primary schools. The arguments of teachers and students are similar with that stipulated in the government policy of education and training policy, URT (1995) which failed to analyze the general and specific objectives of WECs to Community Secondary Schools.

It has been noticed that, DEO and WECs could identify responsibilities of WECs in managerial supports to Community Secondary Schools but, majority of respondents specifically heads of schools, teachers and students are not aware with the responsibilities of WECs to Community Secondary Schools. Most of respondents know that, WECS are responsible in coordinating the progress of primary schools in their respective wards. However their new responsibilities to secondary schools have been stipulated and recognized in SEDP II (2010-2015) guidelines for school supervision, but

WECs was not prepared for such responsibilities and to some extent these responsibilities contradicts with the responsibilities of head of schools in running secondary schools in Tanzania.

4.3 Factors Affecting WECS in the Provision of Managerial Support Services

This section discusses the findings relating to the factors affecting WECs in provision of managerial support services to Community Secondary Schools in Kibondo district. More specifically the section provides answers to the second research question: “What are the factors affecting WECs in the provision of managerial support services to Community Secondary Schools?” The question was set to explore the data needed by the second research objective to address economic, social, political and other factors that trigger WECs in the provision of managerial support services to Community Secondary Schools. The data was collected using semi-structured interviews to one District Secondary Education Officer, five WECs, five head of schools and 15 teachers, focus group discussions with 20 students and documentary review. The section provides finding on the economic, social, political and other factors affecting WECs in the provision of managerial support services to Community Secondary Schools.

4.3.1 Economic Factors Affecting WECS

The main focus of this sub section was to identify the economic factors affects WECs in the provision of managerial support services to Community Secondary Schools. One District Secondary Education Officer, five WECs, five head of schools, 15 teachers and 20 students were asked the following question: “In your own opinion what are economic factors that affects WECs in the provision of managerial support services in Community

Secondary Schools?” The question intended to find out how economic factors embraced by WECs affect schools’ scheduled programs in Community Secondary Schools. Underlying this question, the researchers’ assumption was, most WECs office faced with shortage of funds to run the office and low wage for their survival, hence involved in other individual economic activities in order to meet the living costs. This assumption was similar to Chediel (2010) and Mulkeen (2010) who discovered that, low incentives and irregular modality of paying salaries for WECs affected attendance and discouraged WECs to work with committed spirit.

The responses from 4 out of 5 sampled WECs revealed that, most WECs did not perform their responsibilities in Community Secondary Schools as scheduled because of low wages and were involved in other individual income generating activities such as small businesses, teaching private schools and teaching additional classes for money. The findings are compatible with World Bank (2012) which supported that, weak incentives forced WECs to find part time jobs to meet the economic needs hence conflicted with their managerial responsibilities to support Community Secondary Schools. Further, the researcher was curious to know more on what things forced WECs to get involved in individual income generating activities during working hours. The findings from 4 out of 5 sampled WECs revealed that, economic hardships and high costs of living compelled WECs to increase income through personal projects. To emphasize this, one WEC disclosed that:

It is not possible for me to attend and coordinate community secondary schools in my ward in a given week. This is because I need to find other extra money from other private sources to support my family. Actually my salary cannot sustain me and my family needs (Interview, WEC D: 22/03/2016).

The statement indicates that, many WECs were unable to perform managerial support services to Community Secondary Schools because of poverty situation which is accelerated by low wages paid by the government. This finding is similar to Chapman (1994) who found that in many developing countries economic incentives for teachers and education officers' are low hence widespread of absenteeism and irresponsibility behaviors.

Furthermore, the semi-structured interviews with five head of schools and one District Secondary Education Officer on the major economic factors affecting WECs in the provision of managerial support services in Community Secondary Schools indicated that, some of WECs failed to perform their managerial support services because most of time were used for hunting better jobs and position at district level while other WECs has borrowed money from private financial institutions with high interests and the burden of paying back the loans. These factors reduced WECs' commitment in coordinating secondary education and finally affect their attendance. To clarify this District Secondary Education Officer gave these explanations:

Many WECs in this district have had a great burden of paying back debts from private financial institutions and rich people. Some WECs are unable to appear at workplaces as required in fear to meet with the persons whom they borrowed money from or to perform other private generating income activities to cover their loan payments (Interview, district secondary education officer: 17/03/2016).

The statement noted that, many WECs have loan debts from different financial institutions such as National Microfinance Bank, National Bank of Commerce, Cooperative Rural Development Bank, and Bay Port which is contrary to government regulations that require WECs to keep a quarter of their salaries. Following loans

payment, this makes WECs to remain with little or no balance on their salaries to sustain their lives hence engaged in private income generating activities that consumed more time of their responsibilities in support Community Secondary Schools.

Responding to question that required teachers and students to discuss economic factors affecting WECs in provision of managerial support services to Community Secondary Schools, 12 out of 20 students reported that many WECs were unable to perform their functions in secondary schools towards the end of the month especially when salaries were delayed or not found. Moreover, the researcher was interested in finding out if WECs did not attend at their schools on every month due to salary delays like other teachers. The findings revealed that, behavior of WECs not attending to school and coordinate the implementation of secondary education that results to poor progress and poor performance of the Community Secondary Schools in the district. These findings were supported by Barrett (2004) who reported that, prevalence of irresponsible education officers in Tanzania's secondary schools is caused by delaying of processing officers' salaries.

Generally, the findings indicate that, inefficiency performance of WECs in Community Secondary Schools is highly influenced by meager salaries which in turn forced WECs to get involved in income generating activities to supplement income to sustain their lives.

4.3.2 Social Factors Affecting WECS

The main focus of this sub section was to identify social factors affecting WECs in the provision of managerial support services to Community Secondary Schools in Kibondo

district. Through semi-structured interviews to DSEO, WECs, teachers and head of schools were asked to respond this question: “What are social factors affecting WECs in the provision of managerial support services to Community Secondary Schools in Kibondo district?” Underlying this question my assumption was society’s social problems fueled WECs’ to become inefficient in excused category. This assumption is in line with Chediel (2010) and World Bank (2010) who asserted that, inefficiency of teachers and education officers in many countries by and large is caused by teachers’ and education officers’ health issues and social problems.

The findings from sampled 3 out of 5 WECs revealed that, most WECs were unable to attend in secondary schools and perform their responsibilities due to physical ailments that affect WECs’ themselves, their own families and close relatives. It was noted that, WECs’ morbidity affected attendance and participation in coordinating the implementation of secondary education. These findings correspond with the research by Castor et al., (2007) who reported severe inefficiency of teachers’ and education officers in Zambia and Namibia caused by illnesses associated with HIV/AIDS pandemic. Following teachers’ responses the researcher was curious to learn on specific diseases that always haunt health of WECs and affected their school attendance and work performance within Kibondo district. Responses revealed that, many WECs were suffering from Malaria which is a common ailment in the area of Kibondo district. One WECs participant disclosed that:

In our ward I failed to fulfill the secondary school coordination due to my own illnesses or my families. I do not understand and agree with attending hospital for medical treatment is regarded as inefficient of my responsibilities. How can I work while falling sick? If it is taken as irresponsibility it is impossible to overcome and is a serious

problem in almost all wards in this district (Interview, WEC A: 18/03/2016).

The statement indicates that, inability of WECs to attend and coordinate secondary school as scheduled because of illness of the WECs was not regarded as inefficient. As other WECs supported by emphasizing that diseases are unavoidable health problem for living people. These findings are similar to Thomson et al., (2000) who noted that, inefficient of work performance associated with health problems is regarded as excused basis, and are difficult to control regardless of being one of key factors for serious problem in public institutions.

Furthermore, the interviews with the District Secondary Education Officer reported that, most WECs requested permission for attending or performing social functions including funerals, wedding and visiting sick persons. These findings match with Miller (2008) who asserted that, high rate of WECs absenteeism in coordinating secondary schools is associated with social problems including attending funerals. Then, the researcher was interested in finding out duration of time WECs were permitted to attend funerals. The findings revealed that, according to the government regulations permission for attending funerals is normally granted half day or full day and seven days for close family members such as parents, spouse and children. To emphasize this, District Secondary Education Officer reiterated:

In my district, every month there is formal and informal permission for WECs who request to leave early for attending funeral and other cultural and religious functions. It is impossible to restrict them due to social norms of our society and some time to restrict them can create antagonism with other officers, even though it affect our ordinary school routine (Interview, district secondary education officer: 17/03/2016).

Findings from the statement show that, social problems for WECs are ordinary experiences in Tanzania and are recognized as excuses for WECs once they are unable to attend and coordinate secondary schools as scheduled. But it is importance to note that, any form of absenteeism of education officers regardless of its nature has negative impact on progress of secondary education as HakiElimu (2009) pointed out that, effective teaching and learning largely takes place when education officers are present in schools for inspection and supervision.

Moreover, findings from documentary review (roster books for WECs' permissions) the researcher noted that, 2 out of 5 WECs in all sampled wards asked for permission for medical checkup, attending clinic and funerals within February, 2016. These findings match with researchers' assumption and John (1993) as it was evident that, more education absenteeism in working place is associated with social problems and cultural norms like illnesses and attending burial ceremonies. This implies that, social problems are common phenomenon in public office and are among major reasons for excused inefficient of education officers in Tanzania's Community Secondary Schools.

4.3.3 Political Factors Affecting WECS

The main focus of this sub section was to identify political factors which affect WECs in the provision of managerial support services to Community Secondary Schools in Kibondo district. Using semi-structured interviews, 5 head of schools and 15 teachers were asked to respond to the following question: "In your own opinion what are the main political reasons affects WECs in the provision of managerial support services to Community Secondary Schools?" The essence of this question was to explore how

government rules and regulations affect WECs to perform their responsibilities in Community Secondary Schools. Underlying this question the researchers' assumption was reveal how WECs' inefficient in performing their responsibilities are supported by the government system. The assumption is similar to Miller (2008) and African Economic Research Consortium (2011) who found that, inefficient of most of government servants in public secondary schools is associated with weaknesses of government policies, which allow and recognize high centralized system, sick leave, maternity break and in-service trainings of teachers.

The findings from all five sampled head of schools revealed that, most WECs were absent or out of their work stations after received permission for maternity break while others secured permission for attending seminars and performing other government functions. Following such responses, the researcher was eager to find out for how long WECs were permitted to take maternity break. Responses from 3 out 5 head of schools indicated that according to government regulations maternity break is 90 days for female WECs and three days for male WECs. To clarify this, one head of school disclosed that:

According to my experience most of WECs are absent at their working station as well as in coordinating community secondary schools. This is because many WECs are responsible in supervising primary education and performing other government activities. It is impossible to avoid such type of absenteeism because even though it affects the progress of secondary education in this district. (Interview, head of school E: 08/04/2016).

The statement indicates that, inefficient government officers such as WECs in Community Secondary Schools largely associated with conflicting conditions and directives from government rules and regulations. The findings is similar to Pitkoff (1993) who pointed out that, many government servants' fail to attend and coordinate

schools regularly because of other public responsibilities that entrusted them public activities hence out of schools or working place.

Furthermore, findings from 12 out of 15 sampled teachers and 3 out of 5 sampled WECs revealed that, inefficient of WECs' experienced in schools within Kibondo district were caused by frequent transfer of WECs and permitting WECs to attend long in-service trainings in colleges and universities. The researcher was interested to know why most of WECs were permitted to attend in-service trainings while absenteeism was a serious problem. The responses revealed that, government policies allow teachers to attend advance studies after serving their contracts for two years, while most appointed WECs have low education. This is parallel to the findings by Scott et al., (2007) who pointed out that, inefficient of public officers in public schools are largely associated with weaknesses of government policies including paying teachers who are attend long in-service trainings. In showing how the problem of inefficient of WECs in coordinating Community Secondary Schools was serious during interview one teacher gave this explanation:

In this ward and other wards found in Kibondo district WECs absenteeism is high because many WECs are upgrading their academic qualification through Open University studies. They are required to continue with coordination as scheduled, but the situation allow them to be late, depart early or not attending for number of days by providing futile reasons of participating in discussions with classmates. This provide difficult environment for WECs to control and coordinate secondary education in their wards (Interview, teacher E: 08/04/2016).

Moreover, using documentary search in files that show the responsibilities and names of WECs supported the statement and the researcher noted that, in two out five sampled

wards, the two responsible WECs were permitted by the employer to attend long in-service trainings in colleges and universities and other two WECs attended trainings in Open University of Tanzania while one is at working station holding certificate in education. These findings provide enough evidences for inability of WECs to coordinate secondary education in favor of excused type which regarded as unintended impact of absenteeism supported by the system.

4.3.4 Other Factors Affecting WECS

The main focus of this sub-section was to identify other factors affecting WECs in the provision of managerial support services to Community Secondary Schools in Kibondo district. Through semi-structured interviews with five head of schools and fifteen teachers and focus group discussions to twenty students were asked to respond to this question: “What are other factors that affect WECs in the provision of managerial support services to Community Secondary Schools?” The research question intended to explore other obstacles faced WECs in coordinating Community Secondary Schools. Underlying this question the researcher’s assumption was that, there exist other factors that trigger WECs to provide managerial support services to Community Secondary Schools. The assumption was in line with Bennel and Mukyanuzi (2005) and Mulkeen (2005) who found that, together with social, economic and political reasons there are other factors which hinder the implementation of WECs’ responsibilities in primary schools such as Poor cooperation with head of schools, inadequate WECs’ accommodation facilities, unreliable transportation and responding to appointments with the employer for settling salary arrears and promotion letters.

The findings from nine out of fifteen sampled teachers revealed that, most WECs were inefficient because of poor working environment experienced in most wards found in Kibondo district. The findings are similar to Noroyan and Mooji (2010) who said that, unauthorized absenteeism of education officers in public institutions in developing countries is influenced by unsupportive teaching and learning environment of public education institutions. Following responses from nine sampled teachers the researcher was curious to know how poor working environment caused WECs to practice absenteeism as well as inefficient in performing managerial supports to community schools. The responses revealed that unsupportive environment such as insufficient accommodation facilities for WECs, scarce office spaces and poor toilets discouraged WECs to attend at work place and school regularly as scheduled and coordinate effectively. To clarify this, one teacher said that:

Look here, our ward has no houses, office, tables, chairs and good toilets for WECs. He always uses chairs and tables of community society and other ward officers who are absent and some time initiates conflicts between them. This environment causes WECs to be absent either by arriving late, early departure or not attending at all in both secondary schools and their respective working place (Interview, teacher C: 25/03/2016).

The statement provides evidence that proliferation of secondary education in most developing countries overlook the need to improve WECs working environment, which in turn creates the atmosphere for insufficient of the implementation of their managerial responsibilities to Community Secondary Schools. Findings correspond with the study by World Bank (2010) which revealed that, teachers and education officers' absenteeism in Africa is a serious problem, mainly associates with unsupportive working environment.

Furthermore, all the five sampled WECs reported that, most WECs failed to provide managerial support services to Community Secondary Schools because of insufficient supervision to the WECs and within the school settings and poor cooperation between WECs, head of schools and teachers. These findings is in line with Hallack and Poisson (2007) who pointed other enabling factors that indicates inefficient of WECs to secondary school including weak supervision and control of teachers attendance hence poor progress of Community Secondary Schools. To put an emphasis on the issue, one WEC said that:

In my ward, it is very difficult and sometime impossible to get positive cooperation from heads of schools and teachers. This simply because some of WEC's responsibilities are contradicts with the responsibilities of heads of schools. In turn secondary schools teacher are reluctant and not ready to accept new changes of administration in their schools. This to great extend discourage me and other WECs to coordinate and supervise the implementation of secondary education (Interview, WEC C: 11/03/2016).

The statement indicates that, there is a problem in supervising and controlling teaching programs in Community Secondary Schools, which need practical measures. This is similar to Vankeuren (2009) who noted that, headmasters/mistress fail to control and supervise teaching and learning because they are reluctant to share ideas and managerial experiences with other educational expertise or leaders.

However, findings from sampled five head of schools revealed that, currently most schools especially those located in urban areas has large number of teachers for arts subjects with very low teaching workloads and many of them stay for long time without teaching responsibilities. The situation influence teachers to practice absenteeism and difficultly to be controlled by either heads of school or WECs. These findings run

contrary to HakiElimu (2003) who noted that, rampant problem on imparting quality knowledge in public secondary schools in Tanzania is associated with shortage of teachers. Taking into account responses from the head of schools, the researcher was eager to know the real situation of science teachers in relation to teacher absenteeism. The findings revealed that, with regard to science subjects the situation is worse and shortage has brought about crisis. To emphasize the situation, one headmaster disclosed that:

In my school 95% of teachers are social science teachers. I do not have permanent teachers for mathematics and physics. We always depend on form six and part time teachers who have not teaching skills and I do not find the position and responsibilities of the WEC in the provision of managerial support services in my school. Actual there is no need of having such position which in turn creates unnecessary expenses to the government (Interview, headmaster D: 15/03/2016).

The three out of five sampled head of schools also reported that, teachers who teach science subjects are scarce however; other teacher practiced absenteeism because of absence of insufficient penalties to absentees' WECs and delayed of higher education management to take on time measures against reported absences. They also explain that there was no immediate action which has taken to many reported absences and no feedback from district education management. The findings are compatible with the study by Malick (1997) who noted that, in some countries job descriptions for head of schools and other education officers do not include controlling teachers' attendance, hence difficult in managing public educational institutions.

With regard to the findings, the study found that some WECs in Kibondo district failed to provide managerial support services to Community Secondary Schools practice because of other minor reasons such harsh roads weather which is impassable throughout the year, technical challenges and absence of monitoring programs. These diminished WECs' commitment regarding attendance and coordinating in both rural and urban secondary schools. The findings go hand in hand with Kristosonis (2007) who found that, inefficient of educational officers experienced in secondary schools continue to receive grievances from stakeholders within teaching and learning environment.

From the findings, the study confirms that, challenges facing WECs in the provision of managerial supports services to Community Secondary Schools is a multifaceted process which is influenced by a combination of numerous reasons. The study also noted that, economic and other factors demoralized WECs to perform their duty effectively meanwhile social and political factors influence WECs to develop behavior of absenteeism on excused framework.

4.4 Strategies Employed by WECS in Providing Managerial and Supervisory Support to Community Secondary Schools

This section discusses the third objective of the study on the findings relating to the strategies employed by WECs in supervising the management of Community Secondary Schools in Kibondo district. More specifically the section provides answers to the third research question: "Which strategies employed by WECs in supervising the management of Community Secondary Schools?" The section consists of two sub section: (1) Direct strategies (2) Indirect strategies. Data were gathered using semi-structured interview and documentary review.

4.4.1 Direct Strategies Employed by WECS

The main focus for this sub section was to investigate direct programs employed by WECS in supervising the management of Community Secondary Schools in Kibondo district. Data were collected using semi-structured interview to one District Secondary Education Officer, five head of schools and five WECS were asked to respond to the following questions: “What steps or measures have been taken by WECS to improve the management of Community Secondary Schools?” “How effectively are these steps implemented?” These questions intended to investigate efforts and strategies applied by WECS to strengthen the management of Community Secondary Schools. Underlying these questions the researchers’ assumption was in line with Chediell (2010) who pointed out that, some countries prefer to use direct programs such as incentives and external inspection on improving school management, teachers’ attendance and teaching.

Findings through semi-structured interview with three out of five head of schools revealed that, WECS used to cross check and inspects teachers’ attendance register book and class journals and control teachers attendance and teaching programs, where WECS make review of both attendance register and class journals. Following these responses the researcher was interested in finding out discipline measures which were taken by WECS against irresponsible head of schools and teachers after making reviewing attendance register and class journals. The findings revealed the following:

Firstly, two out of five sampled head of schools responded that; WECS organized personal conversation with teachers and head of schools in order to find the reasons for such kind behavior. The conversation was also intended to provide formal advice to the

head of schools and teachers on the importance of attending schools performing their activities effectively. This procedure best supported by Chapman (1994) who noted that, conversing with irresponsible staff best can improve teacher attendance and efficiency in public institutions.

Secondly, teachers and head of schools that showed frequent repetition of irresponsible behavior after conversation followed by written warning that asked the head of schools and teachers to respond in writing on why he or she is inefficient in performing managerial responsibilities. A written warning was sent to the District Secondary Education Officer and Teachers Service Department (TSD) for further disciplinary action. To clarify this one head of school said:

I am experienced in managing community secondary schools with poor teaching and learning environment. Managing such schools needs more wisdom than rules and principles. Excuses to teachers with problems are inevitable. When disciplinary action is taken against irresponsible teachers can create unhealthy relationship between heads of schools, WECs and teachers. We normally resolve irresponsible behavior of teachers internally (Interview, head master C: 25/03/2016).

The statement indicates that, at schools level many WECs are weak in implementing strategies of improving teachers' and head of schools efficiency as stipulated by government policy due to different understanding and perception on efficiency and effective responsibilities. Similarly, Hallak and Poison (2007) found that, the existing of irresponsible teachers and heads of school is associated with inadequate supervision over teacher behavior of absenteeism which is very serious and widespread.

Further, semi-structured interview with the five WECs indicated that, one of the ways used to improve teacher and head of schools attendance and managerial responsibilities

was by direct inspecting teaching, lesson plans and scheme of works on every end of the month, even though four out of five sampled head of schools reported that the strategy was not efficient due to inability to take disciplinary action against indolent teachers and head of schools. Then the researcher asked WECs on the best methods that can improve managerial function in Community Secondary Schools. The responses from four out of five sampled WECs revealed that, management can be improved by enhancing teachers' incentives and teaching and learning environments such as accommodation facilities, offices spaces, classrooms, laboratory and toilets. These findings are similar to World Bank (2008) which suggested that improving of teachers' and heads of school economic incentives will motivate and increase commitment of teachers on teaching and learning or management of the school.

To justify the information provided by the WECs, through documental search (duty roster of WECs) the researcher noted that, only two out of five sampled WECs indicated in their duty roster special tours to secondary schools found in their localities for inspecting and supervising teaching and learning as well as managerial aspects; even though to all sampled schools there was no any document that provided an evidence of presence of such special event of inspecting teachers and head of schools by WECs.

Furthermore, the District Secondary Education Officer reported that, currently head of schools, school boards and WECs are empowered to control teaching and learning and teachers' behavior including attendance of teachers, by allowing them to act instantly on all mistakes of teachers such as suggestion for cancellation of teacher's promotion, removing them as a punishment and unpaid vacations for irresponsible teachers. These

findings are in line with Vankeuren (2009) and Galabawa (2001) who noted that, strengthening school level supervision by stipulating duties of heads of schools and their power is one of the major strategies to overcome managerial challenges and improvement of teaching and learning in secondary schools.

4.4.2 Indirect Strategies Employed by WECS

The main focus of this sub section is to investigate indirect programs employed by WECS in providing managerial support services to Community Secondary Schools in Kibondo district. Data were collected using semi-structured interview with five head of schools and five WECS by asked to respond to the following question: “What are other measures which have been taken by WECS in providing managerial support to Community Secondary Schools?” The question intended to investigate other indirect methods used by WECS to encourage and improve management in Community Secondary Schools. Underlying this question the researchers’ assumption was in line with various literature such as Dorward et al., (2000) and Carnoy (2006) who found that, many countries prefer to employ indirect strategies such as to reward teachers to improve attendance and efficiency of teachers and heads of school because those strategies are less expensive and affordable.

The findings from four out of five sampled head of schools revealed that, at school level WECS are advised encouraged head of schools to reward teachers for good performance of students in form II and IV national examinations. Moreover, the researcher asked head of schools how and when teachers are rewarded in relation to students’ good results. Responses indicated that, three out of five sampled Community Secondary

Schools rewarded teachers during the beginning of the year or graduation, and payment are based on grades of specific examination. They reward teachers in grades of A, B and C in arts subjects and in science subjects rewards has been extended up to D grade. To clarify this, one head of school disclosed that:

I always reward my teachers after the results of form IV and II examinations. The amount of money differ per grade, for example the reward for “A” is 15000/=, “B” is 10000/=, “C” is 5000/= and “D” is 3000/=. These rewards increased competition and commitment among teachers. I found it encourages teachers to attend and perform their responsibilities effectively (Interview, head of school B: 11/03/2016).

The statement indicates that rewards by associating with student good performance motivates and encourages teachers to attend and devoutly teach students. Further, these findings justified the importance of rewards to raise teachers’ and head of schools motivation, enthusiasm and commitment in teaching and coordinating other managerial activities carried in schools. These findings match with Wang, Algozzine and Kevin (2010) who suggested that, the best and less expensive way of improving teacher attendance and teaching is through indirect strategies like rewards to teachers for students’ good results.

Furthermore, the semi-structured interview with four out of five sampled WECs reported that, teachers and head of schools responsibilities have been improved after advised the school to provide free lunch, which in turn encouraged teachers to attend and remain in schools full time as well as performing their activities effectively. On the other hand, the researcher asked the five sampled WECs on how free food encouraged teachers and head of schools to attend and effectively involve in managing the schools teaching. The responses indicated that, provision of food reduced common practice of teachers and

head of schools leaving early home for lunch and left students unattended. To emphasize this, one WEC said that:

Our secondary school has no teachers' houses. Many teachers' stays far from school environment, where before the program of offering free lunch they used to leave early. But now days the school provides lunch which encourages teachers and heads of school to remain with students and perform their managerial functions effectively and teach students (Interview, WEC E: 30/03/2016).

The statement indicates that to consider and recognize the needs and importance of head of schools and teachers in schools some improved services can help teachers and head of schools to perform their managerial activities in Community Secondary Schools. For instance, teachers' and head of schools as well as students' absenteeism can be minimized by improving services such as breakfast and lunch. Similarly, it was noted that, provision and improvement of teachers services and needs creates supportive environment for teaching and raising the morale of teachers (World Bank, 2010).

From the study findings, it is clear that, most of direct strategies such as inspecting teachers' attendance register book, class journals, teaching lesson plans and scheme of work which employed in Community Secondary Schools in Kibondo district were aimed at controlling teachers' and head of schools attendance while indirect strategies including rewards to teachers were aimed at encouraging, motivating and improving teachers and head of schools managerial responsibly (Banarjee & Duflo, 2006). Similarly, Dorward et al., (2000) found that, most of developing countries largely concentrated in implementing indirect strategies for improving teachers' and head of schools attendance and managerial responsibilities because these strategies are less expensive and affordable.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary, conclusion and recommendations of the study based on the analysis and discussion of the information presented in chapter four. It consists of six sections: (1) the summary of the study; (2) the summary of the key findings; (3) conclusion; (4) new knowledge; (5) implications of the study findings for practice; and (6) recommendations for further studies.

5.2 Summary of the Study

The purpose of the study was to assess the role of WECs in providing managerial support to community secondary schools in Kibondo district. The study was guided by the following objectives: (1) analyze the responsibilities of WECs in relation to the management of Community Secondary Schools; (2) examine factors affecting WECs in the provision of managerial support services to Community Secondary Schools; (3) examine strategies employed by WECs in supervising the management of Community Secondary Schools in Kibondo district. The study used a case study design and qualitative approach. Data were gathered by using semi-structured interviews, focus groups discussion and documentary review. The data collected were analyzed by using content analysis supported by direct quotations expressed by respondents integrated in the descriptive presentation.

The study involved 46 respondents who are one District Secondary Education Officer, five WECs, five head of schools, 15 teachers and 20 students. District Secondary

Education Officer, WECs and head of schools were purposely obtained while teachers and students were obtained by stratified sampling technique.

5.3 Summary of the Key Findings

The study established the following major findings

- i. Ward Education Coordinators are responsible in coordinating the implementation of education and training policy in secondary schools. Findings from the sampled WECs and head of schools indicated that, some of WECs occasionally inspecting schools, specifically teachers' attendance and advised head of schools and teachers on how to improve and maintain quality education.
- ii. Most of respondents, specifically teachers and students were not aware with the specific responsibilities of WECs to Community Secondary Schools. The findings revealed that, WECs are responsible in supervising and coordinating primary education, even though their new responsibilities to secondary schools have been stipulated and recognized in SEDP II (2010-2015) guidelines for school supervision.
- iii. Economic factors and other factors such as low WECs' incentives, poor working environment and less education, directly affect WECs to perform their managerial supports to Community Secondary Schools. The findings indicated that, most of the appointed WECs were in studies at different colleges and universities so as to improve their level and horizon of understanding, in turn to be able to manage and coordinate secondary schools.
- iv. Social factors and political factors such as illnesses, social problems of WECs and weaknesses of government policies influence WECs to develop behavior of

irresponsible and inefficient to coordinate Community Secondary Schools within excused framework.

- v. Direct strategies such as cross check and inspect teachers' attendance register books and class journals, direct inspecting teaching, lesson plans and scheme of work serve as some of the major strategies which were aimed to control attendance and managerial activities of teachers and head of schools. Findings revealed that, most countries failed to apply direct strategies because are expensive simply because it depends after the improvement of other factors such as teachers incentives.
- vi. Indirect strategies serve as motivator for improving head of schools and teachers' attendance and managerial responsibilities in secondary schools. These include reward of teachers for good performance of students and provision of food to teachers. These strategies are less expensive and can raise enthusiasm of teachers and head of schools.

5.4 Conclusions

Based on these findings the study indicates that, to manage Community Secondary Schools through Ward Education Coordinators is debatable. The study established the following:

Firstly, even though the study put more attention on the managerial responsibilities of WECs as stipulated and recognized in SEDP II (2010-2015) guidelines for school supervision such as, coordinating the implementation of secondary education in the country, the study noted that, most of WECs functions to secondary schools contradict

with the managerial functions of the head of secondary schools. In turn the study discovered that, management of Community Secondary Schools is complex and a situational process and WECs were not prepared to coordinate secondary schools.

Secondly, it was noted that, effective managerial supports of WECs to Community Secondary Schools is highly affected by economic, social and political factors. But there are other evidences which show less documented factors such as unsupportive working environment, poor services and lack of power and supports from teachers, head of schools and upper authorities affects efficient of WECs in coordinating Community Secondary Schools in Kibondo district.

Lastly, through strategies employed by WECs to support and improve managerial aspects in Community Secondary Schools, it is noted that most of these strategies were aimed at controlling teachers' and head of schools attendance instead of encouraging and raising the morale of teachers and head of schools in attending, teaching and general management of the Community Secondary Schools. In turn poor management in Community Secondary Schools continued to exist due to insufficient supervision in schools that are supported by weaknesses of government policies.

The general purpose of this study was to assess the role of WECs in providing managerial support to Community Secondary Schools in Kibondo district. As most previous researches based on the importance and challenges faced WECs in coordinating both primary and secondary schools, this study has gone a step further and assessed the role of WECs on managerial support services to Community Secondary Schools. This

study also has provided a detailed understanding on the role and factors affecting WECs in coordinating secondary schools and various strategies employed by WECs in supervising the management of Community Secondary Schools. Therefore the government and other stakeholders may use these findings for improving management and effective teaching and learning process in Community Secondary Schools.

5.5 Policy and Practice Recommendations

On the basis of the key findings the following recommendations are made:

- The government should clearly stipulate the role of WECs to Community Secondary Schools and train them to perform their functions so as to avoid contradictions and confusion with the functions of head of schools.
- The government should improve WECs working environment and incentives so as to encourage and improve efficiency of WECs in coordinating secondary schools.
- The government should improve school supervision by empowering, supporting and motivating WECs towards monitoring teaching and learning as well as management of secondary schools.
- The government should employ qualified and experienced WECs for more effective and efficiency in coordinating the implementation of secondary education.
- Schools and the government should motivate teachers by improving incentives, in order to raise teachers' morale on attendance and effective managing schools under the guidance of WECs.

5.6 Recommendations for further Studies

- i. This study used a case study design and it was conducted to assess the role of WECs on providing managerial support to Community Secondary Schools in Kibondo district. Thus similar study is needed to widen the scope of understanding regarding the role and importance of WECs in providing managerial supports to Community Secondary Schools in other districts.
- ii. In addition, this study was conducted mostly in rural Community Secondary Schools; therefore other studies should focus on urban Community Secondary Schools to make comparison with the nature, role and challenges facing WECs in coordinating urban Community Secondary Schools.
- iii. Furthermore, this study assessed the role of WECs in coordinating Community Secondary Schools only. Other studies needed to examine the role and challenges of WECs in coordinating government secondary schools and primary schools.
- iv. Moreover, there is also a need to investigate the challenges facing heads of schools and secondary schools' teachers to cooperate with WECs in managing and coordinating Community Secondary Schools in Tanzania.

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APPENDICES

Appendix 1: Research Tools for Data Collection

Interview Guide for District Secondary Education Officer

Dear respondent,

I am Mr. Mtondo, Henry a student at the Open University of Tanzania for Masters of Education in Administration, Planning and Policy Studies (MEd.APPS) undertaking a research work to assess the role of Ward Education Coordinators in providing managerial supports to Community Secondary Schools in Kibondo district. To this end, I kindly request that you participate in the interview regarding your opinion and attitudes towards the role of WECs in providing managerial supports to Community Secondary Schools.

Your responses are of the utmost importance to me and will be used for academic purposes only. Should you have any queries or comments regarding this research work, you are welcome to contact me telephonically at +255756038923 or e-mail me at henry_mtondo@yahoo.co.uk

1. What is your general impression on the management of Community Secondary Schools by Ward Education Coordinators?
2. In your own opinion what are the responsibilities of WECs in providing managerial supports to Community Secondary Schools?
3. What are the possible factors that affect WECs in providing managerial supports to Community Secondary Schools?
4. How your office helps WECs to implement their responsibilities to Community Secondary Schools?
5. What suggestions do you offer can be utilized in improving the implementation of WECs responsibilities to Community Secondary Schools?

Interview Guide for WECs

District..... Ward..... Date of
interview.....

Dear respondent,

I am Mr. Mtondo, Henry a student at the Open University of Tanzania for Masters of Education in Administration, Planning and Policy Studies (MEd.APPS) undertaking a research work to assess the role of Ward Education Coordinators in providing managerial supports to Community Secondary Schools in Kibondo district. To this end, I kindly request that you participate in the interview regarding your opinion and attitudes towards the role of WECs in providing managerial supports to Community Secondary Schools.

Your responses are of the utmost importance to me and will be used for academic purposes only. Should you have any queries or comments regarding this research work, you are welcome to contact me telephonically at +255756038923 or e-mail me at henry_mtondo@yahoo.co.uk

1. For how long have you been the education coordinator of this ward?
2. How would you describe the situation of coordinating secondary schools in your ward?
3. What are your responsibilities in providing managerial supports to Community Secondary Schools found in your locality?
4. How effectively these responsibilities are implemented?
5. What are the factors that affect your responsibilities in providing managerial supports to Community Secondary Schools?
6. What strategies do you take for effective supervising the management of Community Secondary Schools found in your locality?

Interview Guide for Head of Schools

District..... Ward..... School..... Date of
Interview.....

Dear respondent,

I am Mr. Mtondo, Henry a student at the Open University of Tanzania for Masters of Education in Administration, Planning and Policy Studies (MEd.APPS) undertaking a research work to assess the role of Ward Education Coordinators in providing managerial supports to Community Secondary Schools in Kibondo district. To this end, I kindly request that you participate in the interview regarding your opinion and attitudes towards the role of WECs in providing managerial supports to Community Secondary Schools.

Your responses are of the utmost importance to me and will be used for academic purposes only. Should you have any queries or comments regarding this research work, you are welcome to contact me telephonically at +255756038923 or e-mail me at henry_mtondo@yahoo.co.uk.

1. For how long have you been a head of this school?
2. What is your general impression on the management of Community Secondary Schools by WECs?
3. In your own opinion what are the responsibilities of WECs in providing managerial support to Community Secondary Schools?
4. How these responsibilities are effectively implemented in your school?
5. What are the challenges and factors that affect WECs in providing managerial supports to Community Secondary Schools?
6. What suggestions can offer to WECs on the way of overcoming the challenges facing WECs in providing managerial supports to Community Secondary Schools?
7. What strategies have been taken by WECs in supervising the management of Community Secondary Schools?

Interview Guide for Teachers

**District..... Ward..... School..... Date of
Interview.....**

Dear respondent,

I am Mr. Mtondo, Henry a student at the Open University of Tanzania for Masters of Education in Administration, Planning and Policy Studies (MEd.APPS) undertaking a research work to assess the role of Ward Education Coordinators in providing managerial supports to Community Secondary Schools in Kibondo district. To this end, I kindly request that you participate in the interview regarding your opinion and attitudes towards the role of WECs in providing managerial supports to Community Secondary Schools.

Your responses are of the utmost importance to me and will be used for academic purposes only. Should you have any queries or comments regarding this research work, you are welcome to contact me telephonically at +255756038923 or e-mail me at henry_mtondo@yahoo.co.uk

1. For how long have you been teaching this school?
2. How can you describe the management of Community Secondary Schools by WECs?
3. What are the managerial responsibilities of WECs to Community Secondary Schools?
4. In your own opinion what factors affect WECs in providing managerial supports to Community Secondary Schools?
5. What strategies have been employed by WECs in managerial supports to your school?
6. Through your experience what strategies ought to be taken to improve WECs managerial supports to Community Secondary Schools?

Focus Group Discussion Guide for Secondary schools' Students

**District..... Ward..... School..... Date of Focus group
Discussion.....**

Dear respondent,

I am Mr. Mtondo, Henry a student at the Open University of Tanzania for Masters of Education in Administration, Planning and Policy Studies (MEd.APPS) undertaking a research work to assess the role of Ward Education Coordinators in providing managerial supports to Community Secondary Schools in Kibondo district. To this end, I kindly request that you participate in the interview regarding your opinion and attitudes towards the role of WECs in providing managerial supports to Community Secondary Schools.

Your responses are of the utmost importance to me and will be used for academic purposes only. Should you have any queries or comments regarding this research work, you are welcome to contact me telephonically at +255756038923 or e-mail me at henry_mtondo@yahoo.co.uk

1. What are your views about WECs in providing managerial support in your school?
2. What are the responsibilities of WECs in managing Community Secondary Schools?
3. What are the factors affect WECs in effectively providing managerial supports in your school?
4. In your own opinion what strategies do you think can be used to overcome the challenges facing WECs in providing managerial supports to Community Secondary Schools?

Document Review

NO	Type of Document	Location	Information will be Reviewed	Comments
1	Teachers' profile file	Head Master's and WECs office	.Teachers' academic qualification and position . Number of teachers	
2	Teachers' reporting book	Staff room	.Teachers' attendance	
3	WECs duty roster	WECs office	. Managerial activities to community secondary schools .Mode of implementation	
4	School and WECs meeting files	WECs and Head of schools' office	. Meeting agenda, number of meeting per year and attended members	
5	National examination results	Academic master's office	. School's performance	